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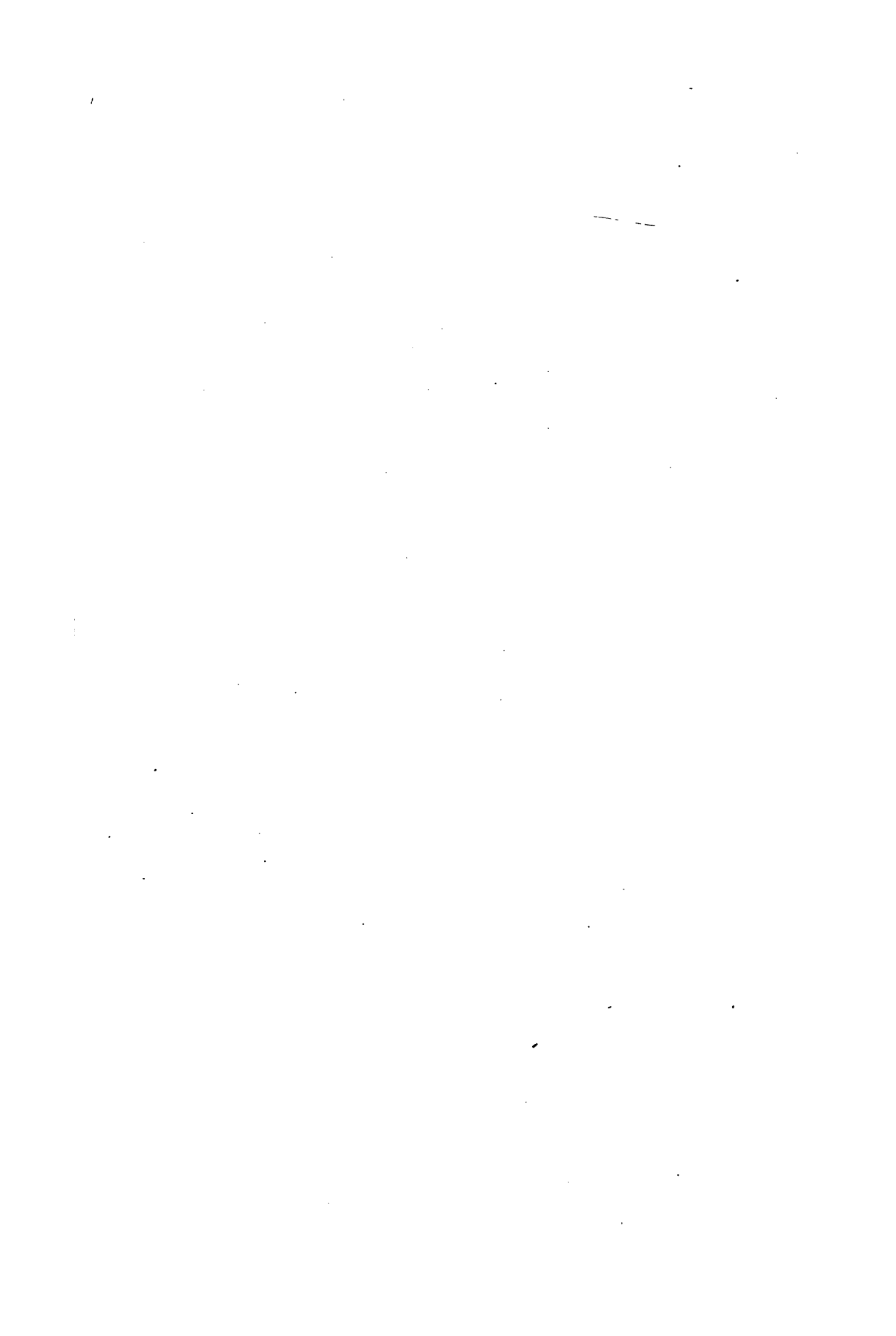
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PAROCHIAL SCHOOLS, &c.,  
BY THE  
REV. JOHN GARRETT, B.A.

49.204.







**L E T T E R**

**TO THE**

**VENERABLE R. I. WILBERFORCE,**

**ARCHDEACON OF THE EAST-RIDING,**

**CONTAINING**

**A SCALE OF PROFICIENCY**

**FOR**

**BOYS' PAROCHIAL SCHOOLS,**

**WITH**

**A SPECIMEN SHEET OF A CORRESPONDING REGISTER.**

**BY JOHN GARRETT, B.A.,**

**CURATE OF ST. MARY'S, BEVERLEY.**

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**LONDON:**

**LONGMAN, BROWN, GREEN, AND LONGMAN'S.**

**HULL: LENG. BEVERLEY: JOHNSON.**

**1849.**

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**PRICE TWO SHILLINGS.**

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**HULL:**

**PRINTED BY JOHN MARLING, ADVERTISER OFFICE.**

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**BEVERLEY, YORKSHIRE,**

**28th February, 1849.**

**DEAR MR. ARCHDEACON,**

It has long appeared to me that there is a want of system in the present internal management of Parochial Schools, which materially impairs their efficiency. Were the various parts of Education made to follow and depend upon each other in a more definite and systematic order, not only would the Managers be considerably assisted, but both Teachers and Pupils would be guided in a course of instruction much more valuable than that which is at present pursued.

As Parochial Schools are at present conducted there is a vagueness and uncertainty running through the entire machinery, arising from a want of definite mutual dependence between the various parts in each branch of a Pupil's education. There are, indeed, nominal lines of distinction generally observed as a child passes from one class to another, but there is no stated criterion by which it can be ascertained whether the Pupils are properly classed, or whether the various classes are engaged in studies which, in their different parts, are properly connected with each other.

The excellence of a school depends principally on the degree of precision with which the instructions of the Teacher are brought to bear upon the mind of each individual child. Provided this can be well attained, and the "Pupil Teachers" or "Monitors" become but the



instruments through which each child feels the guiding influence of the Teacher's mind, his personal instructions will have their full effect upon every Pupil, although the number of scholars may be greatly increased. Such an essential chain of organization, connecting, as it were, the mind of the Teacher with that of every child, can only be formed by a complete system of Classification. Provided boys of similar attainments are classed together, and a suitable amount of business be appointed for them to learn, it will matter very little to a tolerably efficient master how many boys there may be in each class, or how many classes his school may contain. It seems to me that the process, when well arranged, should work towards its great and important end with as much ease, harmony, and effect, as any system of mechanical combinations whose various parts, being made to depend upon and work with each other, may be multiplied to almost any extent without altering the relation each may hold to the one moving agency or power.

That such a system of classification, as I have mentioned, does not exist, at present, in the great majority of schools, will, I think, be admitted by most persons who have given any degree of attention to the matter; and without entering into any lengthened statement in proof that such a system would vastly increase the efficiency of Parochial Instruction, I shall pass at once to notice the practical remedy I would suggest, with a confident hope that all who are engaged in the great work of Education will consider, with candour, the merits of what I advance.

For some time, previous to my Ordination, I was privileged to fill the post of Inspector under the Church Education Society for Ireland, from the internal management of whose schools I take the leading principles of the plan I propose. I mention the source from which my suggestions have sprung, as well, with the hope of assuring the public that under the Society I have named a really efficient mode of instruction is pursued, as with a desire that it may be known that my proposal is the result of considerable practical experience in the work of Inspection, connected with the knowledge attained in superintending schools in three several parishes in England.

The remedy, I would suggest, is the accompanying "Scale of Proficiency" with its corresponding "Register." The simple effect of their introduction would be to regulate the portion of instruction which each boy should receive within definite periods, up to a point which is rarely passed by pupils in our Parish Schools. This would, I believe, produce a much greater uniformity in the course of instruction generally pursued, and at the same time considerably assist the authorities in ascertaining whether all the boys were engaged in suitable studies, and whether the Master was really efficient. It would also be a great help to such Masters as zealously desired to discharge their responsible duties; and it would in consequence tend to the furtherance and steady progress, not only of the Education imparted in individual schools, but of that which is at present rapidly spreading throughout the entire country.

I would here remark that what I desire most earnestly to urge for general adoption is the *principle* of the plan I propose, namely, that each child in every Parochial School should be registered to a certain amount of business for stated periods of time. I have drawn up the accompanying "Scale" as the result of my own experience and observations. There may be cases in which the books I recommend may not be approved, or the amount of proficiency may be greater or less than what I suggest; in all such cases the managers may easily draw up a "Scale" more in accordance with their own special requirements. I believe, however, what I send you may, with advantage, be adopted in the great majority of schools, and the *principle* it lays down may, with great benefit, be applied to all.

You will perceive that for the most part I recommend for secular instruction the Books published and sanctioned by the "Irish Board of National Education," I do this because I believe the large funds placed at the disposal of that Board have had the desirable effect of engaging men of talent in framing books for elementary teaching, and I have myself found them decidedly the best within the reach of a Parish Clergyman. In all cases where new supplies of Books are required I would, for many reasons, strongly advise that those recommended by the Irish National Board should be adopted; as to Maps, I would say

that in my opinion those published by Chambers are the best adapted for Parochial Schools. They have a very great advantage in their size and distinctness, and since the capital towns are marked *square*, Pupil-teachers or Monitors are in less danger of misleading classes which they may be directed to instruct.

The religious instruction, I have laid down, would I believe, well suit most Schools. There is, however, no difficulty in varying the subjects appointed for each class. In this, as well as other points, the *principle* of my suggestion can be fully carried out although some of the details, of the "Scale" I recommend, may be altered. It will also appear that boys might practically be advanced to higher classes, provided they were quite proficient in what they had been registered to learn. I would, however, advise that no dates should be altered on the Register until the end of the period appointed, when such boys might be registered two or more classes in advance.

My reasons for introducing a little of the rudiments of Latin, in the business for the last two classes, is the fact that such knowledge is of material advantage to young men who, after being trained, undergo examination for "Certificates of Merit" under the Minutes of the Committee of Privy Council on Education. It is, indeed, almost essential in order to obtain a first class certificate.

I would only further add that should this suggestion generally meet the approbation of the managers of schools, I shall gladly draw up a "Scale" suited for the Education of Girls, and hoping what I have done may assist in meeting a want which I have frequently known to be lamented, and so tend to promote a cause in which I feel deeply interested.

I remain, dear Mr. Archdeacon,

Your faithful and obedient Servant,

JOHN GARRETT.

To the Venerable Archdeacon Wilberforce.

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